



Biennial Report

Utah Schools for the Deaf and the Blind

Ogden, Utah

1960 - 1961

1961 - 1962

Seventy-seventh and Seventy-eighth School Years

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of the

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Nara Beers
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Margat Butler
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Miriam Caaper
Patricia Crass
Helen Farrar
Duane Harrison, Sab. Lv.

Mary Hill
Aleen Hunt
Dagald Jensen
Dara Laramie
Alice Lee
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Natalie Mather
Karen Mundhenke
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Jane Schoenfeld
Katherine Seegmiller
Jerry Taylar
Gertrude Sarrells
Anna Starr
Albert Thurber
Isabelle Thatcher
Thomas Van Drimmelen
Jean Welling

Houseparents

PEARL HUSEMAN, Head

Mae Child, Relief
Beda Coy
Ethel Criddle

Josephine Fenstermaker, Relief
Helena Finnerty
Walter Jastremsky, Jr.
Hedy Lattmann

Thelma Newman, Relief
Gladys Pope
LaRae Zandervan, Relief

SCHOOL FOR THE BLIND

Faculty

R. PAUL THOMPSON, Principal

Marisha Crause
Kenneth Funk
Marie Halbraak

Ina Kurzhals
Alice Lee
Lais Maxwell
Florence Neil

Wayne Nable
Merlin Peterson
Virginia Salvesen

Houseparents

PEARL HUSEMAN, Head

George Butsikares
Mae Child, Relief

Beverly Clayton
Merle Crawford
Mary Gibby, Relief

Marie Lindhardt
LaRae Zandervan, Relief

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Darthea Lamb, R.N., Head Nurse

Eva Kraaima, Relief

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Carla Petersen, Kitchen
Dara Phipps, Kitchen
Floyd Paulsen, Kitchen
Verana Smith, Kitchen

DALE DAWSON, Head of Janit. Serv.

Elma Mankin, Janitor
Frank Seeley, Janitor
George Utley, Janitor
Charles Whipple, Janitor
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SUPERINTENDENT'S BIENNIAL REPORT

A report of the activities of the Utah Schools for the Deaf and the Blind for the period July, 1 1960, through June 30, 1962, is hereby submitted for approval.

During the period summarized by this biennial report, considerable progress was noted in the educational programs of each of the two schools. The major portion of this progress came during the second year of the biennium as a direct result of the favorable action taken by the 1961 State Legislature with reference to the budget. The 1961 Legislature provided adequate funds and this allowed the schools to initiate a number of improvements in areas where a backlog of critical needs had accumulated. A number of these improvements are covered in the individual reports of the principals of each school found elsewhere in this publication.

The schools' request for a vocational building was once again denied by the 1961 State Legislature. This request was first made in 1939. Funds for a new boiler unit for our heating plant were granted, however, as were monies for roof replacements on two buildings. The total provided was \$34,000.00.

During the fiscal year 1961-1962, upwards of \$50,000.00 were expended in order to provide long needed equipment such as classroom furniture, vocational equipment, visual aids, library books, group hearing aids, blackboards, braille writers, musical instruments and tape play-back machines. The maintenance department was replenished with supplies and equipment and the janitorial department received equipment and supplies necessary for an effective operation.

The average enrollment during the 1960-1962 biennium stood at 245. This represented an increase of 18.4 per cent over the previous biennium. While this necessitated a proportionately larger staff of teachers, the schools were fortunate in being able to secure the additional specialized teachers required. It is also gratifying to note that the professional qualifications of the teaching staff as a whole continued to rise at a rapid rate. The professional qualifications of the instructors in the School for the Deaf rose from 55 per cent at the conclusion of the previous biennium to 86 per cent at the close of the biennium covered in this report. During the same period the instructor qualifications in the School for the Blind rose from 56 per cent to 82 per cent.

Few if any improvements were noted in our student service department. The dormitory conditions continue as an area where substantial improvements are imperative both in furnishings and added staff. The weekly duty schedule for houseparents is far too taxing for the individuals to meet the special needs of the many students with complex problems, many of which stem from handicaps beyond the primary handicap of deafness or blindness. While the action of the 1961 Legislature has gone far to relieve the critical need for furnishings, there is still no relief in sight as far as staff is concerned. In spite of the trying conditions relative to work load, our houseparent staff does perform a Herculean task, however, the turnover is far too great for the creation of an atmosphere of stability. It is

hoped that the 1963 Legislature will recognize the urgent need and provide for some relief.

It would be amiss should this report fail to recognize the tremendous contribution which the head supervisor has made during this biennium as she constantly strives to deal with the many and various problems as presented by the ever increasing number of multihandicapped youngsters. To date the schools have realized only modest success in their efforts to provide a true "home away from home."

Complete academic and activity reports may be found in this edition in the reports of the two principals, the field representative and the head nurse. We would extend our most sincere appreciation to the principals, department heads, general staff and teaching faculty for the efficacious job which has been accomplished during the past two years. Each has given generously of time and talents in an effort to provide each student with a full educational opportunity and an equal education for all. It is hoped that their individual feeling of accomplishments are commensurate with their exertions.

Special appreciation is also extended to former Acting State Superintendent of Public Instruction, Dr. Marsden B. Stokes and his staff, to Chairman Dr. Moroni H. Brown and the State Board of Education and to Chairman Vera M. Gee and the Governor's Advisory Council to our schools for their devotion to and constant concern of the handicapped students entrusted to our care.

TERMS OF ADMISSION

The Utah Schools for the Deaf and the Blind are under the jurisdiction of the State Department of Education. They were established for the education of all children in the State of Utah who are either visually or aurally handicapped to the extent that they can not be properly educated in the public schools, but who are otherwise adequate mentally and physically. We accept children at age five in the School for the Deaf and at age six in the School for the Blind.

Board, room, laundry, tuition and minor medical expenses are furnished. Parents must provide necessary clothing and a small amount of money for incidental expenses.

Our courses of study correlate very closely with those outlined by the State Board of Education, but they are specially adapted for instructing the deaf or the visually handicapped. For additional information, application blanks, etc., may be had by contacting the superintendent, 846 Twentieth Street, Ogden, Utah.

NECROLOGY

Dr. G. Oscar Russell, former superintendent of the Utah Schools for the Deaf and the Blind during the period 1941-1942 died in a Salt Lake City hospital on March 19, 1962 at age 71.

Respectfully submitted,
Robt. W. Tegeder, *Superintendent*

BIRTH OF THE SCHOOLS FOR THE DEAF AND THE BLIND

The social forces of a community have always had a tremendous effect upon the education of the community. The education of the deaf in Utah is no exception. There were three major factors at work which culminated in 1884 in the establishment of the Utah School for the Deaf and Dumb. They were: the wide-spread interest throughout the United States in the education of the deaf, the deep-rooted love for education in general felt by the early settlers of Utah, and the homogeneous religious nature of the communities.

The Utah pioneers were a deeply religious people. They believed that the spiritual welfare of their children was dependent upon their ability to obtain knowledge. It was only natural for the parents of deaf children to wish their children to be educated within the confines of the state. The nearest school was at Colorado Springs, Colorado. To send the children there was expensive, and the long period of separation from the family and church seemed undesirable.

Naturally, the people most interested in the establishment of a school for the deaf were the parents of deaf children. Foremost among these were Joseph Beck, who had three deaf sons, and William Wood, whose deaf daughter, Elizabeth was attending the School for the Deaf at Colorado Springs, Colorado.

The United States census of 1880 had reported 188 persons in the territory who were aurally handicapped. Mr. Beck, in 1883, circulated a letter throughout the territory to ascertain how many of these people were of school age. He received in reply the names of about 50 children.

William Wood, learning of Mr. Beck's interest and efforts visited him in his home. They worked together collecting statistics on the status of the deaf in Utah. They decided to petition the Legislature for the establishment of a school.

Governor Eli Murray became interested in the cause and in his message to the Legislature in 1884, called attention to the condition of the deaf in the territory and the need for a school where they could be properly educated.

It met with favorable consideration, and \$4,000 (\$2,000 per annum) was approved for the purpose of teaching a class of deaf-mutes at the University of Deseret.

The school opened August 26, 1884, in a room in the University building. Elizabeth Wood was the only pupil in attendance. By the end of September four pupils were enrolled. The total enrollment for the first year was 14. The second year it was increased to 18.

During the first two years, 1884 to 1886, the school was conducted as a day school. Pupils whose parents did not live in the city boarded in various parts of the city. This was not satisfactory, and an effort was made to establish a common home for all deaf children.

When the Legislature convened in 1886, Professor White presented

two petitions. In the first he requested an appropriation of \$25,000 for the establishment of a territorial school for deaf-mutes. Later he introduced an amendment requesting \$38,000 rather than the original sum. These were both rejected, but the annual appropriation was raised from \$2,000 to \$3,000. These monies, however, were never available, as the entire appropriation bill was vetoed by the Governor.

Regents of the University, however, assumed the responsibility of conducting the school until such time as the Legislature would come to their aid, and sessions of the school were not interrupted. In 1886 Professor White, on his own responsibility, opened a home which depended for its support upon money received from parents able to pay for their childrens' board, county aid, and donations from individuals. Salt Lake County made an annual appropriation of \$900, for the support of five pupils.

In 1888 the Legislative Assembly enacted a law to establish and maintain, in connection with, and as a branch of the University of Deseret, a department to be known as the Institution of Deaf-Mutes.

This session of the legislature further provided that the Board of Regents should erect, on the University grounds, such buildings for the use of the Institution as they deemed advisable. A sum of \$20,000 was appropriated for this purpose and the per annum appropriation was raised to \$5,000.

In 1889 the enrollment of the school was increased from 18 to 37 pupils. In the spring, work was begun on a building to be used by the Institution; the estimated cost of this when completed was to be \$50,000.

Frank W. Metcalf was appointed principal of the School in 1889. When the Institution was separated later from the University he became its first superintendent. Superintendent Frank W. Metcalf presented his resignation to the Board of Trustees April 12, 1901. For 12 years he had served the School in the capacity of superintendent. Under his direction the School had grown from a department of the University of Utah with three teachers, a principal, and 41 pupils, to an independent institution with a superintendent, 8 teachers, and an enrollment of 76 pupils. It was with deep regret, and a keen appreciation of his work and efforts that the Board accepted his resignation. The Board at the same meeting appointed Frank M. Driggs superintendent of the School.

In the Fall of 1889, in accordance with provision of the laws, trade classes were introduced. Instruction was given in carpentry, printing and shoemaking. At this time only shoe repairing was done, although later, shoes were actually constructed at the School.

The first copy of a small paper, "The Deseret Eagle" was published on October 10, 1889. The paper has continued to be published in a variety of forms for many years.

For 11 years the School for the Deaf had been a part of the Territorial University, the highest educational institution in the territory. In this respect the School was unique, as it was the only school for the deaf so connected in the United States, if not in the world. This connection was advantageous in that it made the School from the start, a part of the public

school system of the territory, a birthright which has been of lasting benefit

From 1884 to 1895 the annual enrollment had increased from 14 to 55 pupils. Besides the common branches of knowledge, instruction was given in speech and lip-reading, carpentry, printing and shoemaking.

The School was now on a firm basis and ready to accept its rightful place as an independent educational institution serving the children handicapped by deafness of the States of Utah, Idaho and the Territory of Arizona.

LOCATION OF THE SCHOOLS

Inasmuch as the School was separated from the University of Utah, the question of a suitable location arose. A number of localities attempted to secure the School, among them Ogden in Weber County; Ephraim, Sanpete County; Fort Cameron, Beaver County; and Fillmore, Millard County. The Constitutional Convention decided that Ogden offered the greatest advantages and permanently located the school there. In 1896 the Legislature decided to carry out the provisions of the Constitution by locating the School in the building then occupied by the Territorial Reform School. On September 15, 1896, the property was transferred and became the permanent home of the Utah School for the Deaf.

Ogden City proved to be an admirable location for the school. All lines of railroads in Utah and adjoining states centered there. From nearly every point in Utah, Idaho, Nevada and adjoining states, it could be reached without a change of cars, a very important consideration in the case of deaf or blind children. Ogden at that time had a population of about 20,000 people and it offered many advantages of cities much larger. Its churches, schools and business houses were excellent. Lines of electric street cars connected all parts of the city and came within two blocks of the school's main entrance. The school was located on the outskirts of the city at the junction of Monroe and Twentieth Street.

The grounds of the school were comprised of a tract of land with an area of 57 plus acres. Ten acres were reserved for the school buildings, lawns and recreation grounds. A large fruit orchard of over 100 trees covered several acres. About ten acres were in alfalfa and another ten acres in garden. A tract of 17 acres furnished good pasture for the livestock of the school. The different sections were separated by lines of tall poplar trees which must have had a most pleasing appearance.

The school was housed in two buildings. The main building was a brick and stone structure with a metal roof. This building had a frontage of 142 feet and there were three stories above the basement. The first two floors were used for classrooms and offices. The top floor was used as a dormitory. A two-story brick and stone building 102 x 100 feet was located 100 feet in the rear of the main building. This was known as the Annex Building and later as the "Blind Building." In this building were the main dining hall and the assembly room. The kitchen, pantries and small dining room were in an annex to this building. The upper floor was used for industrial arts classes.

ADDITIONAL CONSTRUCTION

In 1911 the Board of Trustees requested an appropriation of \$7,000 for the construction of a new hospital building. The Legislature granted the request but the Governor did not approve the appropriation. In 1913 however, the sum was approved and the new hospital was completed that year. The old hospital, remodeled and refurnished, provided quarters for the domestic science and art departments and a home for the older girls.

Funds to the amount of \$37,000 for the construction of a new school building had been approved by the 1913 Legislature. Lack of funds in the State Treasury, however, prohibited the letting of contracts for its construction until 1915. It was completed in 1916 and was known as Primary Hall. It was a handsome fire-proof building of concrete and red brick. It contained five classrooms, four dormitories, four housemothers' rooms, two play rooms, a reception room, a dining room, a kitchen, bathrooms, lavatories, sewing rooms, sleeping porches and basement storerooms.

The State Legislature in 1929 appropriated a sum of \$100,000 as a special building fund for the construction of a girls' dormitory. In December a contract was awarded to Whitmeyer and Sons and work was begun on the structure. The building was completed the following year. This building is located on the west of the school grounds, facing east. It was built of red brick, caststone and cement. It was fire-proof and modern in every way. There are two front and two end entrances. The first floor has two beautiful living rooms, eight dormitories accommodating three beds in each, bathrooms, showers, cloak rooms, linen closets, storage and janitor closets and two housemothers' rooms. It also housed a fully equipped domestic science department. The second floor is a duplicate of the first floor. This building can house 64 girls and is so arranged that complete segregation of two, three or four groups is possible.

The Board of Trustees by unanimous resolution named the building "Driggs Hall" in honor of Superintendent Frank M. Driggs, who had served the school as executive officer for 30 years. The building is still in use and is considered a fine dormitory for the girls.

In 1934 a W.P.A. grant of approximately \$100,000 was given the Schools for the construction of a boys' dormitory. Contracts were let and work began on the building during the summer months. The building was completed and ready to be occupied by March of 1935.

The two-story building is located on the south side of the school grounds. It faces north towards the center of the campus. It is constructed of red brick with green and yellow tile trimming. It is 188 feet long and 50 feet wide, containing 32 bedrooms, four reception rooms, four living rooms and four supervisors' rooms. The basement contains three play rooms and several smaller rooms. The building has accommodations for 100 boys.

In 1944 Superintendent Boyd E. Nelson and the faculty of the Schools requested permission from the Board of Trustees to name the building in honor of Mr. Max W. Woodbury, who had served the Schools and deaf people of the state tirelessly for 42 years. This request was granted and in

impressive ceremonies on April 28, 1944, the building was formally named "Woodbury Hall."

The State Legislature in 1953 appropriated the sum of \$500,000 for the construction of a new Main Building. The contract was awarded to the Campion Company and the building was completed for occupancy in the fall of 1954.

This building has replaced the old Main Building and contains classrooms and a library for the School for the Blind, classroom units and a library for the School for the Deaf, a standard size gymnasium with adjoining stage to be used for an auditorium and administrative offices.

UTAH SCHOOL FOR THE DEAF

Report of the Principal

This report covers activities of the Utah School for the Deaf for the period July 1, 1960 to June 30, 1962 and will give a resume of developments for this time.

Several changes in the educational program are perhaps the only significant differences that will be reviewed in the main body of this report.

The school continued to provide a fourteen year educational program consisting of three departments, namely Primary, Intermediate and High School. The curriculum is so geared as to place prime emphasis in the Primary department, beginning with sense training, upon the development of speech, speech-reading, auditory training and basic language, which includes the usage of oral and written language as well as the rudiments of reading. The same emphasis continues through the Intermediate department. The latter part of the Intermediate department is one of a transition period when emphasis gradually swings to the stressing of subject matter. The emphasis in the High School department is definitely upon the teaching of subject matter and vocational training.



Showing an experiment in science and sewing in the Home - Economics is part of the daily routine.

In the Primary department the oral method of teaching is used exclusively, with emphasis placed on speech and speech-reading. Proper stress is placed on the "socialization" of the child to enable him to adjust

to live situations. The objective of each teacher is to give the deaf child what he needs and can use in the hearing world, to help him become a law-abiding and useful member of society.



Learning arithmetic can take place in various situations.

The curriculum in the latter years of the Intermediate department and the High School department very closely correlate with that of the public schools except for greater emphasis being placed on vocational training. History reveals that deaf students usually take their place in our society as useful, tax contributing citizens in one of the vocations as opposed to the professions.

The reading program is carried on with current textbooks and work-books to coincide with those used in the public schools. Weekly Readers and a well chosen assortment of books are used to supplement the basic program and to furnish material for special interest reading.

Inasmuch as language is the foundation upon which the academic achievement of a school is built, attention is always focused upon the improvement of the reading program. In order to stimulate in our students a real interest in reading, we must attempt to place the right book in the student's hands.

We believe that one of our most essential programs in the School for the Deaf is its vocational training department. Our girls' vocational training consists of the commercial subjects and all phases of home-making including cooking, sewing and family living. Our boys' vocational department offers limited training in shoe repair and leather crafts, mechanical drawing, carpentry, upholstering, barbering, photography and all phases of printing. At present our school offers as much diversity as is financially possible.

The above described program is felt to be modestly adequate at this time since it allows every member of the student body, who enters school as a normal young deaf student, an opportunity to develop intelligible speech, a satisfactory command of language, an adequate knowledge of the social sciences and proficiency in at least one vocational trade.

The largest single change in the program for this two year period was the addition of a rotating system in the Intermediate department. This



Speech is felt through vibration in the Intermediate Department and cooking is part of the vocational program.

permitted the addition of such classes as pre-science, pre-geography and pre-history.

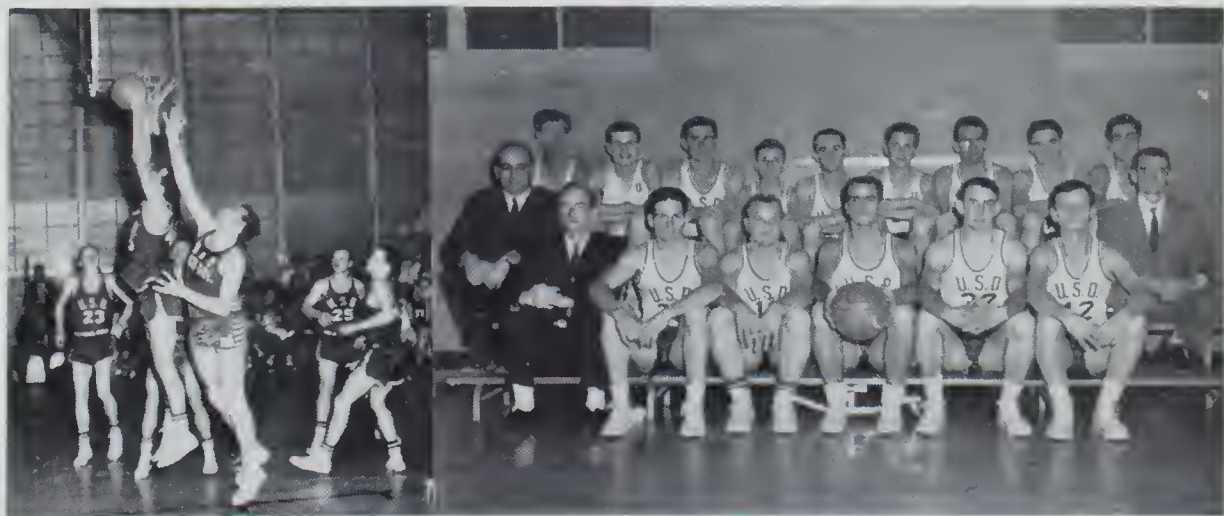
The graduating class showed an average educational increase of 1.6 years on achievement test scores over the previous year. This is the highest increment shown during the past two years.

A more concentrated program was offered to the High School department with the addition of Utah History and World History.

All children in school, with the exception of those on limited activity status, had one forty or forty-five minute period of physical education each day. A new intra-mural program was initiated for the boys, in addition to the regular physical education classes.

Attempts were made to have the varsity basketball team become a member of the Utah High School Activities Association. Due to an "over the age limit" of some of our boys at the school our application for membership in the association was denied.

Nevertheless, the team was able to schedule basketball games with sophomore teams in various schools in the state. With a schedule of twenty-two games the record in its final analysis showed nine wins and 13 losses.



Basketball at the Utah School for the Deaf is another phase of the school activity.

ENROLLMENT INCREASE and EXTENSION CLASSES —

SALT LAKE CITY, UTAH

An increase in enrollment during the 1961-62 school year was evident with a record enrollment of 181 students. This necessitated the addition of another class at the Extension School in Salt Lake City. One hundred and fifty-one of these students were enrolled at the school in Ogden, Utah and 30 day students at the Extension School. This also required an additional staff member in Salt Lake City.

In addition, five staff members were added to the staff at the Utah School for the Deaf in Ogden, two of these being assistant teachers. Mr. Wallace Bruce, in a newly created role, assumed the duties of Curriculum Coordinator.



Introducing the new students of Class I at the Riley Extension School (left to right): Mory Lau Clark, Michael Stohel, Lise Ellen Lave, Janet Beck, Kim Brown, Kevin Hind, Keith Louritzen and Nord Anderton. Miss Margat Butler, their teacher, is kneeling (back, center).

HEARING AIDS AND GROUPS AUDITORY TRAINING EQUIPMENT

Six high powered group amplifications systems were added to the school, bringing the total to nineteen, five of these were purchased by the school and one was given to the school by the Give Once Club of Marquardt Corporation.

The new hearing-aid service program continued to function, providing children with batteries, cords, etc. However, the need for hearing aid evaluation still continues to be a critical area at the school since services are not available in prescribing hearing aids. Due to the generosity of outside help numerous hearing aids were donated to students whose parents were unable to purchase them.



Amplification either through group aids or hearing aids is highly important to our students.

SPECIAL PROGRAMS AND ACTIVITIES

Numerous programs acquainting the public and other educators with our program perhaps involved the greatest single effort of the staff and students. We are grateful to all of those who gave of their time after school hours to demonstrate methods now available at the school.

A class in square dancing was added to the Extension Division, as well as a modern dance class at the Utah School for the Deaf in Ogden.



Square dancing is even fun after school hours.

In October the annual Halloween party was sponsored by the Student Council. The Christmas play, "Scrooge", presented by the Intermediate Department, was a huge success as a large audience of parents and friends looked on. As usual the annual Christmas program presented by the Lady Lions Club in the school gym was an enjoyable affair. "The Rabbit With Red Wings", a fantasy, was the climax for large extravaganzas presented by the School for the Deaf.

(Picture of Halloween party, page 9, November issue Eagle.)

A class in hunter safety was held for the High School department. The instructor was Mr. Ronald Snodgrass. This proved very worthwhile since many of the students are ardent deer hunters.

UPGRADING OF TEACHERS AND PROFESSIONAL PARTICIPATION

At the close of the 1961-62 school year 86.0 per cent of the faculty met the requirements of the Conference of Executives of American Schools for the Deaf. This was quite an increase over the past biennium.

We were very fortunate in having many of our staff members invited to serve as participants in convention programs throughout the United States. They were as follows:

Mr. Bruce - Presentation of a paper at Salem, Oregon

Paper at the Regional Meeting of the Council of Exception Children at Seattle, Washington.

Miss Hunt - Directed a session for a primary workshop at Salem, Oregon

Mrs. Welling - Recorder speech workshop at Salem, Oregon

Miss Schoenfeld - Recorder speech workshop at Salem, Oregon

Mrs. Laramie - Panel for techniques of homemaking at Salem, Oregon

Mr. Christopoulos - Organized and directed Speech Section at Salem, Ore.
Mr. Bruce - Panelist, Alexander Graham Bell Assn. Meeting, Detroit, Mich.

The perfect record of 100% membership in the Convention of American Instructors of the Deaf was sustained. We were also very grateful to the staff for their 97 per cent membership participation in the Alexander Graham Bell Association for the Deaf. Most teachers continued as members of the Utah Education Association, the National Education Association, Utah Speech and Hearing Association and the Council for Exceptional Children.

PARENT-TEACHERS ORGANIZATION

Through the Parent-Teachers Organization in Ogden, a total of eight meetings took place. The Extension School Parent-Teachers Organization held five meetings. Highlights of the year were talks by Mr. Richard Thompson, a deaf graduate of Harvard University and Mr. Arthur Simmon another deaf graduate of Stanford University. Other outstanding presentations were:

1. Back to School Night
2. Movies and other speakers presenting different phases of child development.
3. Panel discussion on "To Spank or Not to Spank."
4. Classes for parents taught by faculty members.

Parent-Teacher conferences were again held. The Primary Department and Extension School held two conferences each during the year while the Intermediate and High School Departments held one per parent.

STUDENT ORIENTATION PROGRAM

A new student orientation and testing program for prospective students was initiated replacing the former system of summer clinics.

The new program is designed to provide a more detailed background and more intensive appraisal of the child's total function. Also, each child had a chance to acquaint himself with the school atmosphere prior to enrolling.

Parents also were given an opportunity to understand, through first-hand observation, the program of the school at large in relation to the primary classes.

Information interviews with the field representative and teacher of the first year also was on the agenda for the parents.

Parents are interviewed in detail with reference to the child's family and pre-school training history. The prospective student's development in speech, speech reading, language and social maturity is appraised during the stay.

The second day of the program deals with parents receiving suggestions for working with the child over the summer months and in addition further tests are conducted.

In the past, the pupils scheduled to enter the school in the fall were brought in for a one-week stay during the summer when the school was not in session; thus affording no opportunity to see the regular school program in operation.



Miss Beers goes through routine testing procedures with two beginning students.

SPECIAL CLASSES FOR THE SLOW LEARNER

A higher incidence of the slow learner continues on the increase. Provisions for classes and offerings of a structured program were made for the slow learning child who is deaf. Success of this type program deems it necessary that it be continued.

PROGRESS OF PROPOSED TEACHER TRAINING PROGRAM

Details for the proposed teacher training program have been reviewed by the superintendent and favorable consideration has been given the initial plans. The next biennial report should carry acceptance of this program.

SOCIAL AND EXTRA-CURRICULAR ACTIVITIES

The Boy Scout and Girl Scout programs continue to improve. More than 100 boys and girls are participating in the programs. These programs serve as a broad base for extra-curricular activities to provide something for children all the way from Scouts to Explorers for the boys and from Brownies to Girl Scouts for the girls.

Both boys and girls are given opportunity for good camping in their Scout programs. Through these activities they have shown great growth in their scouting skills.

Opportunities for socials and parties in the various dormitories are provided for the children. The students themselves are urged to do as much planning as possible for the social affairs guided and supervised by the houseparents and teachers. The purpose of these events is to provide opportunity for the children to learn to live as normally as possible and to enjoy life to its fullest.

RELIGIOUS INSTRUCTION

A new class for L.D.S. High School students is being offered at the Branch for the Deaf by instructor Mr. Leon Curtis. Thirty-one students were enrolled in the class.

The class is under the direct auspices of the Latter Day Saints Church originating through Mr. Kenneth Sheffield who is in charge of seminary instruction in the Northern Sector of Utah.

Catholic classes were also offered by Sister Mary Barbara and Sister Mary Joan. Seven students were enrolled in this program.

Also new at the school is the addition of Protestant classes offered to seven students through Pastor William Lang who handles religious activities in Denver and Ogden.

COMMENCEMENT EXERCISES

Commencement exercises graduated eight students from the Utah School for the Deaf on the evening of May 31, 1961. Commencement speaker was Mr. John Strike, vice president of the Ajax Company of Salt Lake City. Mr. Strike has long been a dedicated supporter of our graduates. In impressive rites on May 29, 1962, 11 students graduated from the school. The two classes were as follows:

SCHOOL FOR THE DEAF — 1961

Steven Lawrence Christensen	Rockville, Utah
Charles Roy Cochran	Heber City, Utah
Lloyd Thomas DeGraw	Payson, Utah
Darlene Ruth Fullmer	Salt Lake City, Utah
Daniel Joseph Garcia	West Jordan, Utah
Gustavo Theodore Lopez	Riverton, Utah
Lynn Glen Losee	Delta, Utah
Gerald Josh Schwab	Salt Lake City, Utah

SCHOOL FOR THE DEAF — 1962

Wilford F. Bergmann	Sandy, Utah
Mary Lou Foote	Roy, Utah
Reva Foote	Roy, Utah
Daleen R. Free	Panaca, Nevada
Stephen A. Ryan	Heber City, Utah
Darlene Stewart	Salt Lake City, Utah
Leslie D. Stanford	Logan, Utah
Dian Todd	Salt Lake City, Utah
Carol L. Weenig	Salt Lake City, Utah
Helen L. Wilkin	Pioche, Nevada
Norman B. Williams	Pittman, Nevada

In the School for the Deaf, the Utah Association for the Deaf annual achievement award has been established as one with great significance.

The following students have been named for outstanding citizenship, scholarship and extra-curricular activities.

1947	LaVearl West	1955	Dixie Lee Larsen
1948	Cleo Faye Morlock	1956	Max Hardy
1949	Lila Bosshardt	1957	Rollin Jones
1950	Kenneth Kinner	1958	Virginia Brown
1951	Kay Kinner	1959	Arthur Syrett
1952	Peter Green	1960	No selection made
1953	Donna Mae Dekker	1961	Charles Roy Cochran
1954	No selection made	1962	Darlene Stewart

VOCATIONAL APTITUDE TESTS

In cooperation with the Utah State Employment Security Office of Ogden, Utah, a series of vocational tests began with all the high school students. Instrumental in getting the program started was Mr. Carl Berg and Mr. John Lofgreen from the Employment Office. Through the tests, key weaknesses are spotted and draw corrective measures.

After the tests, individual counseling takes place with the students to acquaint them with some of the problems relating to vocational adjustment. These problems are analyzed and recommendations made for the type of training they should receive when arrangements can be made through the school.



Mr. Lofgreen and Mr. Berg go through vocational testing procedures with older students.

VOCATIONAL DEPARTMENT

The need for a driver training program is in demand at the time of this writing. Expansion in the area of auto mechanics, welding and sheet metal needs to be made. Curriculum planning for this area is in high demand. A change in the present program is essential.

CURRICULUM DEVELOPMENT PROGRAM

Committees in curriculum development have been hampered due to the scarcity of time. Teachers have been putting in one hour and half per week in writing and correcting same. The following areas have been completed:

Language curriculum	1 to 6 years completed
Arithmetic	1 to 3 years completed
Auditory training	1 to 6 years completed

Speech 1 to 9 years completed
Sense training Completed

It is believed that a testing room should be provided and established at the school which would provide not only audiological and testing services to the children of the school but would be available for hearing problems on a state wide basis. It would be of great value to the students at the Utah School. A number of other schools for the deaf in the United States have this type of service and it is proving to be of great value at a relatively low cost to the state. It is also recommended that an audiologist be provided for testing purposes.

Many requests have been made through the parents for an extended oral atmosphere not only in the classroom but in the dining halls and dormitories as well. Further study is being given to these requests.

There is a great need for guidance services in the form of parent and student counseling to all those affiliated with the school. The specific purpose of a guidance director would be to assist students in choosing the proper school or job area upon leaving this school.

With the increase of the slow learner and behavioral problem it is suggested that further consideration and study be given to provide a clinical psychologist who would work with problems of these students and coordinate the program in the dormitories.

We point with great pride to future years in working to make the Utah School for the Deaf one of the better educational institutions in the United States.

THE PROBLEM OF TEACHERS AND SALARIES

The need for specially trained teachers of the deaf continues to be critical. Practically every school for the deaf in the United States is in need of trained teachers. Utah is no different.

The salary schedule has made some favorable gains but should be reviewed constantly to keep pace with other schools in the state and surrounding schools for the deaf. Superintendent Robert W. Tegeder should be complimented on his diligence and drive towards bringing higher salaries to the teachers at the school.

CONCLUSION AND NEEDS

The school years 1960-61 and 1961-62 have been successful ones. There are still areas which need further attention, but it is believed that there has been a general strengthening of the program. Much credit for this improvement must be given to the teachers, curriculum instructor, field representative and superintendent. Their enthusiasm and devotion have been exceptional.

A prime need for the school is for a teacher training program. This would help alleviate the critical need for teachers. Effort continues in this area but the outlook remains questionable at this time.

Respectfully submitted,
Tony Christopulos
Principal

UTAH SCHOOL FOR THE BLIND

Report of the Principal

THE PHILOSOPHY

A basic concept in the American philosophy of common rights is the belief that all citizens of our country are entitled to an equality of educational opportunities. While many years have passed before this ideal has been to some extent realized for the majority, a still greater number of years stretch between the hope and the actual for the handicapped. Among these handicapped groups of individuals are those children with visual limitations, children who are often more handicapped by society's inactivity or adverse action towards them, than by the circumscribing limits nature has imposed upon them.

Once the germ of educational emancipation for these individuals emerged in the mind of Dr. Samuel Gridley Howe and in the fertile fields of thought which he cultivated in New England that resulted in the establishment of the Perkins School for the Blind, March 2, 1829, there have sprouted forth similar desires throughout our country. When in 1849, the Utah State Legislature enacted a new law which provided for the establishment of educational rights for its blind children, a great American dream was but awakening in the Wasatch Mountains. This newly implanted ideal was pregnant with promise—visually handicapped children are entitled in an education which is in every way comparable to that afforded every child of like citizenry. Opportunities to sharpen the mind with mathematical skills, to inform the mind with historical fact and tradition, to illuminate the mind with contributions of cultural arts—all these were now to be offered. In addition, the promise prescribed the training of hands and hearts to the end product of a well-adjusted, self-supporting citizen from the former hapless hope of the handicapped.

It is to this philosophy—this yet only partially realized ideal—that the educational program of the Utah School for the Blind is so worthily dedicated. As our program grows and develops, as our skill of implementing increases, as our enthusiasm brings forth fruit in the minds of a more informed and supporting citizenry and as the visually handicapped youngsters in our program obtain their right to sight as a result of the emergence of this ideal, we can begin to sense the sensation of true success.

THE NEED

Utah has a considerable number of children whose visual problems impair them from making satisfactory educational progress in the regular instructional group. These children need special programming. They need a program modified to substitute sound and touch for sight. The basic learnings for all children must be extended to them in a manner similar to classes for sighted youngsters, and yet by means of methods and sometimes materials which differ, they must be aided in assimilating these learnings.

THE HISTORY

In 1894, the Legislature enacted a new law which provided for the

establishment of the "Utah School for the Blind." It has always been administered by the same board, had the same superintendent and been subject to the same general laws as the School for the Deaf. Legally they are two separate and distinct institutions.

The State Legislature in 1903 appropriated \$12,000 for a building for the blind, \$5,000 for a new shop building and for a heating plant. It was found when plans were drawn up and estimates given, that the needs of the school could be met more adequately by remodeling the second story of the annex building for the School for the Blind and by adding a gymnasium to the shop building. Superintendent Driggs and John Watson, President of the Board of Trustees, met with the State Board of Examiners and laid the new plans before them. The alterations in the plans were unanimously approved by the Board of Examiners and contracts were let for the shop and gymnasium building. It was completed shortly after school opened in 1903. The new building was constructed of red sandstone and sand-rolled brick. The shop end of the building was two stories high with a basement in addition. It housed the carpentry, shoe repairing, printing and barber shop and dressing rooms for the deaf, and a shop for the blind boys. The east end was the gymnasium.

The State Legislature in 1953 appropriated the sum of \$500,000 for the construction of a new Main Building. The contract was awarded to the Champion Company and the building was completed for occupancy in the fall of 1954. This building has replaced the old Main Building and contains classrooms and a library for the School for the Blind, classroom units and a library for the School for the Deaf, standard size gymnasium with adjoining stage to be used for an auditorium and administrative offices.

The 1959 State Legislature appropriated the sum of \$300,000 for the construction of an additional classroom unit designed to house the School for the Blind in its entirety. Hodgson and Holbrook, Ogden architectural firm, modified the construction plans from the form in which an earlier bid opening had drawn \$306,000 as low bid. Wadman Construction Company of Ogden, the lowest of eight bidders on the revised plans with the figure of \$264,000 as base bid is expected to complete construction of the new building in time for the opening of the 1962-63 school year.

The 20,941 square feet of this L-shaped structure will contain four primary department classrooms and six regular-sized classrooms, a library, music room, industrial arts area, homemaking department, offices and a multi-purpose room with stage. In addition there will be two living quarters included for use by teacher trainees who will do student teaching at the Schools for the Blind and the Deaf. This unit is designed to house the School for the Blind's entire program, excluding the physical education department.

ELIGIBILITY OF STUDENTS

In order for students to be considered as candidates for the Utah School for the Blind, they must fall into one of the following categories:

- (1) Having visual acuity in the better eye, after the best possible correction, of 20/200;
- (2) Having a peripheral visual field contracted to such an extent

- that the widest diameter subtends an angle of no greater than 20 degrees;
- (3) Having a visual problem which shows an equally handicapping effect; or
 - (4) Having been diagnosed by an eye or vision testing specialist as being blind or having a condition leading to early blindness.

MULTIPLE HANDICAPPED CHILDREN

With the increasing ability of the medical profession to save the lives of many pre-mature children and those who have multiple handicapping conditions, these children are reaching school age and presenting a need for adequate experiences. The school has several such children enrolled at the present time, with most of them moving along in regular academic progression. We do have two classes of slow-learning children to take care of special needs. In such groupings the children are given added attention and specific helps for learning advancement to the fullest potential for each child.



LEFT: What's more fun than playing in a new house? These boys and girls have recently completed the wallpapering and carpeting in this delightful domicile.

RIGHT: Saw and hammer technique is underway in rapid fashion here. Learning about tools and materials and the skills needed to work with them, begins early.

SCHOOL PROGRAM

The academic program of the Utah School for the Blind parallels that of the public schools to a large extent with special methods being employed in instruction and in some cases additional skills being introduced. Boys and girls entering the kindergarten department begin a readiness program, rich in experiences, which proceeds from the study of concrete examples and real life situations to the representation of them in action, speech and writing. At this beginning level, the children are given much training in large-muscular activity, mobility and orientation in their environment. To develop the sense of touch, much emphasis is given to the technique of distinguishing shapes, sizes, textures and locations of objects. As the student progresses, he is exposed to objects of increasingly smaller size until the structure of braille characters can be detected. An extensive amount of teacher-prepared materials is used for teaching enrichment, such as

alphabet books with string pictures for the observation and learning of all the visually handicapped children.

As the student advances through the program, his learning needs are met through instruction in language arts, social studies, science and health, arithmetic and physical education in a manner quite similar to that employed in public schools. Typewriting is begun at the third grade level, while the skill of reading and writing braille is intensified gradually through the years. Students with sufficient sight use large-type books and pictures to the extent that their vision permits and their learning is enhanced.

Included in the physical education program of the students, folk dancing, starting at the second grade and square dancing at the fifth grade, are added to improve mobility and social adequacies. Ballroom dancing is begun by the sixth grade with the desire to continue the abilities of the students to later integrate with sighted students in high schools and beyond. Older students also receive training in baseball (adapted for the blind), gymnastics, tumbling, swimming and wrestling for the boys.

The music program for our students begins with integrated singing and rhythm sessions in the classes of younger students. By the third grade, the study of tonette supplements the chorus teaching and is introduced to assist in the learning of braille music. For the students with enough vision, handwritten, large-print music is made available and offers much opportunity for musical progress of these persons. On the third grade level also, students are provided individual lessons on musical instruments of their choice. Generally they are instructed on the piano first, using this instrument as a background for further music study in chorus and other musical instruments. Band is made up of students who have gained enough skill on an instrument to participate in this type of group activity. The frequent opportunities for students to appear in musical events offer them incentives to work toward and give them valuable experience in meeting the public.

The past biennium has included a substantial increase in the number of activities in which the students have participated. It has been most commendable to note the way faculty members have made such an effort to assist with and attend these events, and at times to participate along with the students. It is felt that the net results of these many appearances is largely positive both from the standpoint of student growth and development and from the increase in public understanding and support in our behalf.

Handicrafts are introduced to boys and girls early in their study, to provide additional training in dexterity and manual control. For the older boys there is a program of industrial arts, including basic experiences in woodworking, metal work, electricity, ceramics and home repairs. Girls enjoy homemaking techniques of cooking, sewing, rug weaving and craft work.

CURRICULUM AND PROGRAM PLANNING

There is at the present time a curriculum and program planning project underway at the school in order to upgrade the quality and content of education at the school. Each area of instruction is to be included in this study.

As parts of this continuing study are completed, the findings and plans are published for use at the school and are also available for use of other schools, teachers or agencies throughout the United States. Each teacher is presently assigned to committees to further this effort.

ORIENTATION AND MOBILITY

Three teachers of the school traveled out-of-state to take specialized training in mobility and orientation for blind children. Following their return, a program has been established to develop orientation goals and procedures for the various age levels of students leading up to individual mobility lessons offered to all the older students. This new training has brought increased mobility and confidence to many of the boys and girls and is considered to be a most valuable addition to our curriculum.



Library research is facilitated for the students by two separate card catalogs, one in print and one in Braille. Each system contains over 6,000 cards.

EQUIPMENT AND MATERIALS

A considerable amount of equipment is necessary for the effective education of the blind child. Tactile aids of great varieties and purposes are merited in the instructive program wherein they can facilitate the learning process. Braille writers, typewriters, slates and styli, raised line drawing boards, script tracing boards, geometric tools and tracing guides are most helpful. Hand-made touch-training materials, special reading desks, magnifiers, stuffed animals, models of all kinds and shapes, need to be added to the list. The Utah School for the Blind has attempted to obtain the more important items and utilize these to the greatest advantage.

The school has made a concerted effort over the past few years to acquire materials and equipment which would improve its program. New Braille writers, typewriters, electric sewing machines, industrial arts equipment, musical instruments, tape recorders and playback machines, physical education items, relief maps and a large relief world globe have all made their

appearance. Another most important addition is the braille duplicating machine which permits the duplication of any desired number of multiple braille copies of material. The school's library boasts a copy of the braille edition of the *World Book Encyclopedia* and a new print set to match, along with new card file cabinets. The school boasts the possession of one of the very few braille card files in the United States; our file includes over 5,000 cards at the present time. The playground has not been overlooked either — it now includes a circular sandpit with three over-lapping pipe ladder arcs and a jungle cage; nearby is a baseball diamond with raised asphalt base-lines.



New playground equipment is bringing hours of delight to the students. Here, some youthful riders of the popular ocean wave pause briefly in their circular travels to invite us aboard.

QUALIFICATION OF TEACHERS

State of Utah Certification Requirements: After September 1, 1962, the State of Utah will issue two certificates for teachers of special education classes for blind children — a provisional certificate and a professional certificate.

After September 1, 1962, an applicant for certification to teach special education classes for blind children shall present evidence that he holds a general teacher's certificate for the level on which he is to be employed except that either the elementary or secondary certificate is valid in grades seven through nine.

A. PROVISIONAL CERTIFICATE

A provisional certificate for teachers of blind children will be issued upon the recommendation of a training institution to a teacher who has completed a minimum of 18 quarter hours of credit in approved specialized training. This certificate is valid for two years and will be reissued only once upon completion of six quarter hours of credit in additional approved study which may be applied toward the require-

ments for professional certification.

The minimum of 18 quarter hours of approved specialized training required of all teachers qualifying for a provisional certificate in the following categories distributed as approved by the State Department of Education or upon the recommendation of the institution which recommends issuance of the certificate:

1. Introductory study of exceptional children (Recommended minimum 3 quarter hours.)
2. Study of biological, psychological and social aspects of blindness. (Recommended minimum 3 quarter hours.)
3. Study of educational management of blind children including classroom organization, curriculum development, teaching procedures and materials. (Recommended minimum 3 quarter hours.)
4. Braille. (Recommended minimum 6 quarter hours.)
5. Student teaching of blind children in programs approved for this purpose. Laboratory experience or directed observation recommended by the university may be approved. (Recommended minimum 3 quarter hours.)

B. PROFESSIONAL CERTIFICATE

After September 1, 1962, a professional certificate for teachers of blind children will be issued upon the recommendation of a training institution to a teacher who has completed a minimum of 30 quarter hours of credit in approved specialized training. This certificate is valid for five years and will be reissued for five years upon completion of six quarter hours of credit in additional approved study.

The State of Utah requires:

The minimum of 30 quarter hours of approved specialized training required of all teachers qualifying for a professional certificate in the education of the blind child. This training shall include work in each of the following categories:

1. Introductory study of exceptional children and problems common to several areas of special education. (Recommended minimum 3 quarter hours.)
2. Study of biological, psychological and social aspects of blindness. (Recommended minimum 9 quarter hours.)
3. Study of educational management of blind children including: educational diagnosis, classroom organization, curriculum development, teaching procedures and materials. (Recommended minimum 6 quarter hours.)
4. Braille. (Recommended minimum 6 quarter hours.)
5. Student teaching of blind children in programs approved for this purpose. Laboratory experience or directed observation recommended by the university may be approved. (Recommended minimum 6 quarter hours.)

Utah School for the Blind: In addition to the State certificate requirements, teachers at the Utah School for the Blind are expected to complete an additional nine quarter hours or total of 39 quarter hours, specialized

training, which is approved by the Utah State Department of Teacher Certification and the administration of the School for the Blind. The suggested content of these additional hours includes three quarter hours additional (or a total of nine quarter hours) in student teaching of blind children in programs approved for this purpose; three quarter hours in mental retardation fundamentals; and three quarter hours in an elective subject specifically related to the education of blind children.

Almost immediately following the establishment of Utah State certification standards, four years ago, teachers at the Utah School for the Blind began an intensive upgrading program to obtain proper certification. At the time certification standards were state-adopted, the staff was 25% professionally certified. By the summer of 1962, this percentage has been increased to 86%, a fact that is evident proof of the professional attitude of the staff members.

VOLUNTEER SERVICE

Through the generous assistance of members of the Ogden Volunteer Bureau, our school has been able to offer more textual and supplemental reading materials. This has been in two forms — braille materials, hand transcribed from print sources unobtainable in braille or in braille grade 1½, and through the media of tape recordings. Through the latter means we presently have tape recordings of history texts and many additional items of literature. We have benefited greatly from this agency's valuable contribution of time and talent.

Special classes have been conducted at our school to train volunteers both in literary braille and braille music notation. During the past year there was much music transcribed for school use; the music thus prepared was needed by students preparing to enter the Junior Division Music Festival of the Ogden Chapter, National Federation of Music Clubs.

Another very valuable contribution of volunteer labor comes in the operation of our braille duplicating machine. Words for songs, test papers, braille information sheets and school programs have come from this machine in considerable numbers thanks to this efficient volunteer service.

SPECIAL ACTIVITIES

Standard School Broadcasts were enjoyed by students of the school during each of these two school years. These programs are most informative and entertaining in their unique approach to music appreciation. When the programs were not broadcasted at convenient times for the school schedule, they were tape recorded at the school and used later by the teachers. There were 26 weekly each school year.

Special Evening Parties were held monthly. Students of Group 1 and 2 (the older students) were grouped together for parties and students of Group 3 and 4 (intermediate-aged students) had parties together, thus permitting scheduling of parties more suited to the interests and abilities of the differing ages. One teacher was assigned to conduct the activities of each party; generally these teachers have met with the students concerned several days in advance and arranged the parties according to the students' desires. These parties, each varied in its activities, featured: games, dancing,

hobo antics, Mexican food, Chinese food, ice skating, hikes, movies, canyon activities, sunrise breakfasts, treasure hunts, scavenger hunts, and special observances of holidays.



The final scene of "Mercer's Gap," finds the entire cast singing the closing song for a television program (according to the script).

Special Programs figured prominently in the school year 1960-61. "Mercer's Gap," a Musiplay by Jerome Lawrence and Robert E. Lee, was presented as the 1960 Thanksgiving program, in which eight students took leading roles. For Christmas observation this year, each class presented room programs for parents and friends, following which a reception was held for guests, faculty and students. "Sounds of Spring" was the Easter attraction and spotlighted the chorus, band and individual readings, which had been awarded first place ribbons at the Utah-Idaho meet this year. On May 26, 1961, a Parents' Day Program was presented which billed blackouts, band and chorus selections, piano and instrumental solos and ensembles. Other events of this year included two music recitals; a trip to



LEFT: Costumes, make-up, stage props, special lighting and hard-working students were ingredients of this Christmas program.

RIGHT: Many and varied were the instrumental and vocal ensembles included in the musical fare of school entertainments.

the Idaho School for the Blind where the two schools enjoyed participation in declamations, spelling, dance floor-show numbers and a musical program combining the bands and choruses of both schools; participation in the Ogden festival of the National Federation of Music Clubs in April, at which eight "superior," 11 "excellent" and two "very good" ratings were earned in solo entries, and six "superior" and six "excellent" awards were earned in the ensemble entries; and the appearance of the school chorus in the annual graduation program. In addition, various groups of students, under the direction of faculty members, entertained on 22 occasions throughout the year for civic and church events.

The 1961-62 school year was filled with special programs also, highlighted by "We Are Thankful," the Thanksgiving program; two varied music recitals; "The Fir Tree's Christmas," featuring the younger children and band and chorus numbers; interscholastic activities with the Colorado School for the Blind, held at Colorado Springs, February 15-18, 1962, involving the students in wrestling, physical activities contests, dance floor-show numbers, and a combined schools' musical program of chorus, band, solo and ensemble selections; hosting the Idaho School for the Blind, March 9-10, 1962, for activities similar to those enjoyed with the Colorado School; "The Joyful Sounds" presented as the Easter school program, which



The euphoniaus performance of the schaal band added much appeal to numerous programs throughout the biennium. Want to join it?

featured chorus and band selections and winning entrants of the declamation contest with the Idaho School for the Blind; and the graduation program, May 29, 1962, where the chorus sang two selections and a junior high school graduate of our school, Miss Alyce Bouy, sang a vocal solo.

At the annual Ogden Festival of the National Federation of Music Clubs held at our schools on April 1, 1962, 31 students participated in piano solo, piano ensemble, vocal solo, vocal ensemble and instrumental solo numbers. As a result of their efforts, the students earned 13 "superior" ratings for solos, 19 "superior" ratings for ensemble participation, 20 "excellent" awards for solo performances, and six "very good" ratings in solo work and three in ensemble numbers.

Other civic and church affairs involved the musical and dramatic abilities of students this year on 32 additional occasions. Faculty members are to be commended on their assistance with supervision, direction and transportation on these many opportunities for our students to appear in

public. It is sincerely felt that these many appearances have been very valuable, both from the standpoint of student growth and development and from the increase in public understanding and support in our behalf.



LEFT: Wrestling brings thrills and spills a-plenty to members of the boys' physical education department. An occasional "pin" helps, too!

RIGHT: Utah's dancing ten came through with "Dance of the Bells" as a floor show number at the Colorado-Utah Interscholastic Activities.

SUMMARY

It is the united desire of the staff of the Utah School for the Blind that the teaching program be not only effective in the classroom, but that the students also show inward growth and improvement of character. Thus it is the objective that students of the school receive all necessary scholastic and social skills to equip them to enter into a sighted world with success.

Modifications to the program which is offered to blind children of our state have been made as needs have become apparent. These changes are being studied closely to make certain that our efforts are in the correct direction. At the present time we feel much satisfaction in the progress we have been able to make and are looking forward with eagerness to continued improvement which we desire to achieve through united efforts of the teachers and the most enthusiastic support of Superintendent Robert W. Tegeder. Our true satisfaction of teaching comes through production of a continually better product — a better adjusted, self-respecting and contributing member of society.

GRADUATES

The following students having completed the required courses of study have been awarded certificates or diplomas of graduation:

SCHOOL FOR THE BLIND — 1962

Alyce Bouy — Ogden, Utah

Judy Macom — Ogden, Utah

Respectfully submitted,

R. Paul Thompson, *Principal*

REPORT OF THE FIELD REPRESENTATIVE

PSYCHOLOGICAL TESTING

Leiter International Performance Scale administered to 16 students in the School for the Deaf.

Grace Arthur Point Performance Scale administered to 8 students in the School for the Deaf.

Stanford Achievement Test on Primary, Intermediate and Advanced levels given to 111 students in the School for the Deaf.

Interim Hayes-Binet Intelligence Tests given 12 students in the School for the Blind.

Weschler Intelligence Test for Children (WISC) given 3 students in the School for the Blind.

AUDIOMETRIC TESTING

Audiometric examination given to 80 students in the Utah School for the Deaf.

Hearing tests given to 15 boys and girls at the request of public health nurses and physicians in this area.

SCHOOL CENSUS

September 1960 School Census for this area tabulated and sent to the school district offices of Ogden City and Weber County.

Ogden City Schools	In School	Pre-school
Deaf	24	4
Blind	10	0
Weber County School	In School	Pre-school
Deaf	18	4
Blind	6	2

BLIND

12 boys and 29 girls of pre-school age blind tabulated.

12 boys and 9 girls with vision handicap in the public school, tabulated.

7 boys and 5 girls emotionally disturbed and/or retarded not in school, tabulated.

DEAF

16 boys and 18 girls of pre-school age deaf tabulated.

13 boys and 5 girls hard of hearing and/or deaf in public school, tabulated.

3 boys and 1 girl and/or retarded not in school, tabulated.

CLINIC

Readers Service was provided for 2 blind students in public high school and in parochial high school supervised by the Field Representative and paid for by the Utah Schools for the Deaf and the Blind.

STUDENTS TERMINATED FROM THE SCHOOLS

School for the Deaf

Name	Entered	Terminated	Cause
Aitken, James	9- 1-59	10- 4-60	Moved out of state
Carter, Karen	10-29-58	8-31-60	Entered school in Las Vegas
Cottam, Dwight	9-14-53	8-28-60	Killed in car accident
Chapman, Gary	9-10-58	9-28-60	Moved out of state
Foote, Elaine	9- 4-51	5-29-61	Consent of parents & school
Herod, Ricky	9- 1-59	8-31-60	Transferred to Colorado
Krebs, Roger	9- 3-59	9- 2-60	Transferred to Washington
Murashigi, Roger	9- 4-51	8-31-60	Transferred to California
Murashigi, Kenneth	9- 7-54	8-31-60	Transferred to California

School for the Blind

Adamson, Charlene	9- 9-52	8-31-60	Moved to Nevada
Bowman, Maurice	9- 1-59	9- 1-60	Entered public school
Emerson, George	9- 1-59	8-31-60	Entered public school
Emerson, James	9- 1-59	8-31-60	Entered public school
Oberhansly, Bonnie	1- 6-58	12-17-60	Entered public school

July 1, 1961 to June 30, 1962

EDUCATION OF THE DEAF-BLIND

Elizabeth McClellan of Salt Lake City, began her education at the Perkins School for the Blind, Watertown, Massachusetts, in the Deaf-Blind Department, September, 1960. The American Foundation for the Blind provided a scholarship for the year 1960-61 because funds were not available from the Utah Schools for the Deaf and the Blind at that time.

The fall of 1961 tuition and travel costs were assumed by the Utah Schools for the Deaf and the Blind. All transportation to and from Perkins are arranged by the Field Representative.

This child has made very satisfactory progress in all phases of her school work. She will continue her schooling at Perkins as long as she is benefited by the program offered in this highly specialized field.

Elizabeth McClellan is the only deaf-blind student of Utah presently being educated by the state of Utah in Massachusetts because there are no educational facilities available in this state, at this time, for children with these impairments.

PSYCHOLOGICAL TESTING

Leiter International Performance Scale administered to 29 students in the School for the Deaf.

Standford Achievement Test on Primary, Intermediate and Advanced levels given to 128 students in the School for the Deaf, 37 in the School for the Blind.

Interim Hayes - Binet Intelligence Tests given 9 students in the School for the Blind.

Wechsler Intelligence Tests for children (WISC) given 6 students in the School for the Blind.

AUDIOMETRIC TESTING

Audiometric examinations given to 80 students in the Utah School for the Deaf.

Hearing tests given to 10 children at the request of Public Health Nurses and Physicians in this area.

SCHOOL CENSUS

September 1961 School census for this area tabulated and sent to the school district of Ogden City and Weber County.

Ogden City Schools	In School	Pre-school
Deaf	26	3
Blind	12	0
Weber County Schools	In School	Pre-school
Deaf	17	2
Blind	8	1

BLIND

12 boys and 22 girls of pre-school age blind, tabulated.

15 boys and 12 girls with vision handicap in the public school, tabulated.

6 boys and 5 girls emotionally disturbed and/or retarded not in school, tabulated.

DEAF

24 boys and 16 girls of pre-school age deaf, tabulated.

3 boys and 1 girl deaf and/or retarded not in school, tabulated.

CLINIC

Parents of children entering the School for the Blind for the first time in the fall of 1961 were invited to accompany their child to the school and be our guests, Monday, June 5 through Wednesday, June 7, 1961. The children would be in class and the parents would attend lectures by the staff and professional people of the area. They would see films pertaining to child growth and have an opportunity to become acquainted with the campus. Ten parents attended this clinic which was directed by the Field Representative.

Readers Service was provided for 2 blind students in public high school and in parochial high school supervised by the Field Representative and paid for by the Utah Schools for the Deaf and the Blind.

STUDENTS TERMINATED FROM THE SCHOOLS

School for the Deaf

Name	Entered	Terminated	Cause
Anderson, Paul	9- 1-59	9-21-61	Died following surgery
Grange, Sheryl Ann	8-29-61	11-10-61	Emotionally immature
Nielson, Johanna	8-29-60	1-19-62	Transferred to Idaho public school
Skinner, Annette	3- 8-53	1- 9-62	Transferred to Idaho
Worcott, Randy	8-29-60	1-24-62	Transferred to California
Sorenson, Janene	9- 1-59	8-29-61	Entered public school

School for the Blind

Campagna, Ray	9- 3-56	3-23-62	Medical reasons
Kranendonk, Michael	10-23-61	3- 2-62	Emotionally disturbed
Smith, Julia Ann	8-28-61	9- 8-61	Enter public school at parent's request
Sonerholm, Patrick	8-28-61	11-24-61	Emotionally immature
Willardson, Peggy	8-29-60	2- 2-62	Transferred to Colorado

Respectfully submitted,

Kate Fenton, *Field Representative*

HEALTH REPORT — 1960-61 School Year

By Mrs. Dorothy Lamb, *R. N. Head Nurse*

Total number of students referred for treatment:	2308
Number of vision tests administered:	3
Number of vision tests referred for care:	6
Number of referrals completed	6
Number of physical examinations given:	9
Number referred for care:	3
Number of referrals completed:	3
Number of children referred for Dental Care:	10
Number of referrals completed:	8
Number of penicillin and cold shots given:	100
Number of letters to parents advising of illness, emotional, dental:	100
Immunization Clinic:	40

(Polio, DPT, Dt and SP shots given)

A Pre-school clinic was conducted for ten parents.

Dr. Grant H. Way held a clinic each Tuesday morning and treated such illnesses as infected ears, sore throats, athlete's feet, sprained ankles, cuts, bad bruises, insect bites and impetigo.

Communicable diseases encountered during the school year were: Flu, Scarlet Fever, Measles, Chickenpox, Mumps, Pink Eye and Impetigo.

Form letters were mailed to parents to advise of immunization clinics.

A number of conference with parents were held in regards to students' illnesses.

HEALTH REPORT — 1961-62 School Year

Total number of students referred for treatment:	1102
Number of vision tests administered:	22
Number of physical examinantions given:	35
Number referred for care:	20
Number of referrals completed:	15
Number of students referred for Dental Care:	15
Number of penicillin and cold shot given:	150
Number of telephone calls to parents and doctors:	350
Number of letters to parents advising of illness:	125
Number treated at Immunization Clinic:	43

(Polio, DPT, Dt and SP shot given)

A pre-school clinic was conducted for ten parents.
 Dr. Grant H. Way held a clinic each Tuesday morning and treated students for infected ears, fractured arms, abrasions, impetigo, boils, athlete's foot, eczema, sinus infection, swollen glands and insect bites.
 Communicable diseases treated were: Scarlet Fever, Strep Throat, Measles, Chickenpox, Mumps and Infectious Hepatitis.
 Throughout the school year conferences were held with parents, house-mothers, instructors, principals, doctors, the field representative and the superintendent regarding the health of the students.

REPORT OF RECEIPTS AND EXPENDITURES

By George G. Howell, *Treasurer*

Receipts and Expenditures

July 1, 1960 to June 30, 1961

Receipts

Balance Forward Previous Year	\$ 6,403.49	
State Appropriation	327,410.00	
Dedicated Credits	42,881.12	
Reimbursements	19,750.20	
TOTAL		\$396,444.81

Disbursements

Salaries	\$307,771.09	
Travel	2,779.20	
Current Expense	83,7144.44	
Capital Outlay	895.60	
TOTAL DISBURSEMENTS		\$395,160.33
Amount Reverted at close of Biennial Year June 30, 1961		1,284.48
TOTAL		396,444.81
RECEIPTS TOTAL		396,444.81
Balance		.00

July 1, 1961 to June 30, 1962

Receipts

State Appropriation	\$414,500.00	
Dedicated Credits	54,038.68	
Reimbursements	26,880.73	
TOTAL		\$495,419.41

Disbursements

Salaries	\$330,513.94	
Travel	2,061.448	
Current Expense	81,565.16	
Capital Outlay	36,843.09	
TOTAL DISBURSEMENTS		450,983.67
Balance available for Second Biennial Year 1961-62		44,435.74
RECEIPTS TOTAL		\$495,419.41

Head Officers

Henry C. White, Principal	1884-1889
Frank W. Metcalf, Superintendent	1889-1901
Frank M. Driggs, Superintendent	1901-1941
G. Oscar Russell, Superintendent	1941-1942
Boyd E. Nelson, Superintendent	1942-1954
Harold W. Green, Superintendent	1954-1959
Robert W. Tegeder, Superintendent	1959-

CHANGES, IMPROVEMENTS, AND ALTERATIONS

1960-1962 School Years

- Installed new condensation pump and hot water storage tank in cottage dormitory.
- New roof installed on superintendent's residence and hospital building on contract.
- Installed fibre glass Donkey and Duck in play ground. (Donated to school.)
- Installed Photo electric switches on campus lights to conserve electricity.
- Constructed cement porch on front of superintendent's residence.
- Raised man hole in sewer by Woodbury Hall.
- Remodeled and painted old gym to be used by School for the Blind.
- Constructed Boys and Girls shower rooms and dressing rooms connected to old gym for use by the School for the Blind.
- Hauled top soil, graded and planted lawns between Primary Hall Administration Building, also between Driggs Hall and Primary Hall. Installed sprinkling system in same areas.
- Constructed sidewalk between Primary Hall and Administration Building.
- Constructed five-yard dumping trailer from surplus material for hauling dirt, rock, etc.
- Made nine rails for auditory training jack boxes and head phones.
- Made 100 additional stainless steel jack boxes for auditory training units.
- Remodeled entrance to hospital building including new entrance door and vestibule door to conserve heat and improve appearance.
- Remodeled storage area for office assistant principal of the deaf.
- Installed several tack boards and chalk boards in class rooms.
- Reconditioned and installed automatic washer (donated to the school) and automatic gas dryer in Driggs Hall.
- Remodeled surplus gang lawn mowers for better operation
- Divided one play area and remodeled into class rooms in Primary Hall.
- Constructed conveyer from surplus material for moving groceries in and out of store room, basement main kitchen.
- Installed one new slide and new set of swings in School for the Blind play area. (Donated to the school.)
- Installed oceanwave in School for the Blind playground.
- Relocated six swings and one slide to be used by the deaf.

- Demolished old cottage, by contract, to make room for new school building for the blind.
- Made survey for new athletic field. (Area leveled by contract.)
- Installed new surplus engine in large Case tractor.
- Remodeled area in old gym for sewing and cooking class rooms, and constructed cement steps, roofs, and railing for outside entrance to those class rooms.
- Installed new surplus engine in small tractor.
- Covered two floors in hospital so tile can be laid.
- Completed installing fire doors, etc., to bring school to minimum fire safety standards.
- Remodeled area in Driggs Hall basement and constructed outside entrance, installed electric wiring, etc. for laundry.
- Small, high pressure boiler installed in basement of Driggs Hall for Laundry. (on contract.)
- Installed laundry equipment, steam presses, etc., in basement of Driggs Hall. Moved all equipment from old cottage to be used in new laundry.
- Remodeled library (used by blind) to accomodate two class rooms for the School for the Deaf.

Pupil Statistics for 1960-1961 School Year

Age	DEAF			BLIND			Grand
	Boys	Girls	Total	Boys	Girls	Total	Total
5	3	3	6		1	1	7
6	12	10	22	3	4	7	29
7	10	10	20	4	8	12	32
8	6	8	14	5	2	7	21
9	9	6	15	3	2	5	20
10	8	5	13	2	4	6	19
11	6	5	11	2	5	7	18
12	10	3	13	2	2	4	17
13	8	7	15	4	3	7	22
14	3	3	6		1	1	7
15	1	2	3		2	2	5
16	6	6	12	1	1	2	14
17	8	8	16				16
18	4	3	7	2		2	9
19	5		5				5
TOTAL	99	79	178	28	35	63	241
				Deaf	Blind	Total	
Number of Withdrawals				3	1	4	
Number enrolled at close of year				175	62	237	
				Deaf		Blind	
				Boys	Girls	Boys	Girls
Number of Graduates				7	1	0	0

Pupil Statistics for 1961-1962 School Year

Age	DEAF			BLIND			Grand
	Boys	Girls	Total	Boys	Girls	Total	Total
5	9	11	20	2	3	5	25
6	5	5	10	1	3	4	14
7	11	6	17	3	3	6	23
8	9	7	16	5	7	12	28
9	12	6	18	3	2	5	23
10	7	9	16	4	1	5	21
11	8	4	12	5	4	9	21
12	8	6	14	3	4	7	21
13	10	3	13	3	2	5	18
14	4	4	8	4	3	7	15
15	3	6	9	1		1	10
16	1	1	2		2	2	4
17	6	6	12	1	1	2	14
18	8	6	14				14
19	1	3	4	2		2	6
20		2	2				2
TOTAL	102	85	187	37	35	72	259
				Deaf	Blind	Total	
Number of Withdrawals				5	3	8	
Number enrolled at close of year				182	69	251	
				Deaf		Blind	
				Boys	Girls	Boys	Girls
Number of Graduates				3	8	0	2

Students Enrolled in the Utah School for the Deaf

School Year 1960-61

Adams, Thomas — Sandy	Briseno, Ismael — Ogden
Anderson, Dennise — Salt Lake City	Burdett, Ronald — Ogden
Anderson, Paul — Salt Lake City	Burgess, Frank — Ogden
Allen, Kathleen — Salt Lake City	Burgess, Kathleen — Layton
Alvey, Robert — Salt Lake City	Burgess, Mary — Ogden
Archuleta, Anita — Midvale	Cain, Suzanne — Nevada
Armijo, Henry — Nevada	Caldwell, Stanley — Moab
Armstrong, Carolyn — Nevada	Calley, Dennis — Orem
Arthur, Paul — Murray	Callister, Susan — Bountiful
Barker, Ronald — Ogden	Campbell, Rosemary — Orem
Bennett, Kevin — Kearns	Christensen, Nancy — Rockville
Berghout, Janice — Midvale	Christensen, Steven — Rockville
Bergmann, Wilford — Sandy	Christiansen, Marilyn — American Fork
Billeter, William — Salt Lake City	Clark, Anna Marie — Orem
Bisignano, Sandra — Salt Lake City	Clay, Barbara — Salt Lake City
Bowman, Christine — Salt Lake City	Cochran, Roy — Heber City
Bitter, Colleen — Sandy	Cole, Robert — Ogden

Coles, Merla — Bountiful
 Collier, Lou Ann — Vernal
 Collins, Gaye — Roosevelt
 Colvin, Susan — Nevada
 Cook, Dale — Sandy
 De Spain, Robert — Salt Lake City
 DeGraw, Lloyd — Payson
 Duran, Leo — Salt Lake City
 Ercanbrack, Tedi Ann — Ogden
 Fisher, Laura — Nevada
 Flores, Rose Marie — Nevada
 Foley, Drew — Ogden
 Foote, Elaine — Ogden
 Foote, Mary Lou — Ogden
 Foote, Reva — Ogden
 Fowler, Clyde — Salt Lake City
 Free, Daleen — Nevada
 Fullmer, Darlene — Salt Lake City
 Furlow, Randall — Murray
 Garcia, Daniel — Bingham Canyon
 Garcia, Maria — Bingham Canyon
 Gardiner, Robert — Salt Lake City
 Garner, Donald — Ogden
 Gillespie, Robert — Provo
 Goodwin, Pamela — Salt Lake City
 Haddon, Veldon — Ogden
 Hale, Debra — Salt Lake City
 Hallet, Renee — Ogden
 Hammond, Diane — Roy
 Heiner, Steven — Salt Lake City
 Helmick, Michael — Green River
 Hill, James — Spanish Fork
 Hodson, Jonathan — Salt Lake City
 Holt, John — Loa
 Hunt, Joyce — Ogden
 Hurst, Rhonda — Orem
 Hutchings, Mary Ann — Provo
 Jack, Clarinda — Fort Duchesne
 Jenkins, Brad — Nephi
 Jeppsen, Barabara Ann — Corinne
 Johnson, Craig — Magna
 Jones, Brent — Ogden
 Kerr, Suzanne — Roy
 King, Thomas — Salt Lake City
 Kitchen, Wayne — Pleasant Grove
 Koss, Ronald — Price
 Krohn, Frank — Salt Lake City
 Kunkel, Richard — Salt Lake City
 Land, Christine, Ogden
 Land, Dennis — Ogden
 Laramie, Bridget — Bountiful
 Laramie, Celia May — Bountiful
 Le Beau, Sandra — Salt Lake City
 LeFevre, Brent — Nevada
 Lindelof, Pamela — Salt Lake City
 Locke, Kevin — Orem

Lopez, Theodore — Riverton
 Losee, Lynn — Delta
 McKell, Mary — Spanish Fork
 Martinez, Abel — Ogden
 Martinez, Tiodoro — Ogden
 Mata, Henrietta — Ogden
 Molyneux, Tanni Rae — Riverton
 Monson, Raymond — Salt Lake City
 Moore, Charles — Delta
 Morton, Robert — Clearfield
 Murray, John — Grantsville
 Newman, Catherine — Bountiful
 Nicholas, Toni Lee — Salina
 Opheikins, Sharadee — Ogden
 O'Brien, Nancy — Midvale
 O'Neill, John — Salt Lake City
 Orlandi, Ricky — Helper
 Osmond, Thomas — Ogden
 Perkins, Connie — Ogden
 Perkins, Ronald — Magna
 Peterson, Douglas — Salt Lake City
 Przybyla, Eric — Salt Lake City
 Quinn, Diane — Cedar City
 Rathbun, Gregory — Kearns
 Reese, Norman — Smithfield
 Roach, Gerald — Tooele
 Roberts, Carl — Lehi
 Roberts, Lennis — Ogden
 Rudd, Jeffery — Plymouth
 Rushton, Jacqueline — Salt Lake City
 Ryan, Stephen — Heber City
 Sabey, Beth — Wallsburg
 Salazar, Ernest — Ogden
 Salazar, Milton — Ogden
 Sausedo, Nellie — Dragerton
 Schemenauer, Dennis — Ogden
 Schwab, Gerald — Salt Lake City
 Seymour, Barbara — Ogden
 Shupla, Winchell — Brigham
 Simmons, Kenneth — Ogden
 Simmons, Vandella — Ogden
 Sizemore, Larry — Salt Lake City
 Skelton, Brant — Wood Cross
 Skinner, Annette — Ogden
 Smith, Laird — Roy
 Snodgrass, Linda — Kearns
 Sobieski, Randall — Salt Lake City
 Sorensen, Janene — Ogden
 Spader, Ida Mae — Tooele
 Sparr, Glen Clark — Ogden
 Stewart, Darlene — Salt Lake City
 Street, Carol — Salt Lake City
 Street, Jack — Salt Lake City
 Street, Patricia — Salt Lake City
 Stromness, Sally — Salt Lake City
 Stoltz, Wayne — Ogden

Swanson, Randy — Salt Lake City
 Talerico, Roger — Helper
 Tanner, Arlene — Salt Lake City
 Tatum, Morris — Nevada
 Thompson, David — Ogden
 Thomas, Eldon — Spanish Fork
 Thurston, Marsha — Richfield
 Todd, Dian — Salt Lake City
 Tomkinson, Dan — Fillmore
 Valencia, Raymond — Magna
 Van Kampen, Bruce — Ogden
 Van Kwawegan, Sandra — Salt Lake City
 Weenig, Carol — Salt Lake City
 Wetzell, Mauna — Ogden
 Whitlock, Linda — Ogden

Wilde, Allen — Salt Lake City
 Williamsen, Val Dee — Salt Lake City
 Wilkin, Helen — Nevada
 Wilkin, Markley — Nevada
 Williams, Norman, — Nevada
 Wilson, Cindy — Pleasant Grove
 Winegar, Alayne — Bountiful
 Woodruff, Vickie — Ogden
 Woolsey, Joyce — Salt Lake City
 Wood, Michael — Salt Lake City
 Worcott, Randy — Salt Lake City
 Workman, Russell — Sunnyside
 Works, Jessie — Delta
 Zemp, Clarke — Orem
 Zemp, Terry — Orem

Students Enrolled in the Utah School for the Deaf School Year 1961-62

Adams, Thomas — Sandy
 Anderson, Dennise — Salt Lake City
 Anderson, Paul — Salt Lake City
 Anderton, Nord — Salt Lake City
 Allen, Kathleen — Salt Lake City
 Alvey, Robert — Salt Lake City
 Archuleta, Anita — Midvale
 Armijo, Henry — Nevada
 Armstrong, Carolyn — Nevada
 Arthur, Paul — Murray
 Baller, Jerry — Nevada
 Barker, Ronald — Ogden
 Beck, Janet — Draper
 Beck, Kathy — Moab
 Bennett, Kevin — Kearns
 Berghout, Janice — Midvale
 Bergmann, Wilford — Sandy
 Billeter, William — Salt Lake City
 Bisignano, Sandra — Salt Lake City
 Bowman, Christine — Salt Lake City
 Bitter, Colleen — Sandy
 Briseno, Ismael — Ogden
 Brown, Kim — Woods Cross
 Burdett, Ronald — Ogden
 Burgess, Frank — Ogden
 Burgess, Kathleen — Layton
 Burgess, Mary — Ogden
 Bryan, Sharon — Crystal Springs
 Cain, Suzanne — Nevada
 Caldwell, Stanley — Bountiful
 Calley, Dennis — Orem
 Callister, Susan — Bountiful
 Campbell, Rosemary — Orem
 Carter, Karen — Nevada
 Chapman, Gary — Clearfield
 Christensen, Nancy — Richfield
 Christiansen, Marilyn — American Fork

Clark, Anna Marie — Orem
 Clark, Mary Lou — Kearns
 Clay, Barbara — Salt Lake City
 Cole, Robert — Ogden
 Coles, Merla — Bountiful
 Collier, Lou Ann — Vernal
 Collins, Gaye — Roosevelt
 Colvin, Susan — Nevada
 Comish, Leo — Ogden
 Cook, Dale — Sandy
 Crawford, Loretta — Nevada
 Crompton, Brent — Ogden
 Davis, Ronnie — Nevada
 Dawson, Dixie — Hooper
 Day, Kellie — Salt Lake City
 De Spain, Robert — Salt Lake City
 Duran, Leo — Salt Lake City
 Ellett, Stephanie — Bountiful
 Ercanbrack, Tedi Ann — Ogden
 Fisher, Laura — Nevada
 Flores, Rose Marie — Nevada
 Foley, Drew — Ogden
 Foote, Elaine — Ogden
 Foote, Mary Lou — Ogden
 Foote, Reva — Ogden
 Fowler, Clyde — Salt Lake City
 Free, Daleen — Nevada
 Furlow, Randall — Salt Lake City
 Garcia, Maria — West Jordan
 Gardner, Robert — Salt Lake City
 Garner, Donald — Ogden
 Gillespie, Robert — Provo
 Goodman, Vera, — Salt Lake City
 Goodwin, Pamela — Salt Lake City
 Grange, Cheryl — Hooper
 Haddon, Veldon — Ogden
 Hale, Debra — Salt Lake City

Hallet, Renee – Ogden
 Hammond, Diane – Roy
 Heiner, Steven – Salt Lake City
 Helmick, Michael – Green River
 Hill, James – Spanish Fork
 Hinds, Kervin – Salt Lake City
 Hodson, Jonathan – Salt Lake City
 Holt, John – Loa
 Hunt, Joyce – Ogden
 Hurst, Rhonda – Orem
 Hutchings, Mary Ann – Provo
 Jack, Clarinda – Fort Duchesne
 Jenkins, Brad – Nephi
 Jeppsen, Barabara Ann – Corinne
 Johnson, Craig – Magna
 Jones, Brent – Ogden
 Kerr, Suzanne – Roy
 King, Thomas – Salt Lake City
 Kitchen, Wayne – Pleasant Grove
 Koss, Ronald – Price
 Krohn, Frank – Salt Lake City
 Kunkel, Richard – Salt Lake City
 Land, Christine, Ogden
 Land, Dennis – Ogden
 Laramie, Bridget – Bountiful
 Laramie, Celia May – Bountiful
 Lauritzen, Kieth – Salt Lake City
 Le Beau, Sandra – Salt Lake City
 LeFevre, Brent – Nevada
 Lindelof, Pamela – Salt Lake City
 Locke, Kevin – Orem
 Love, Lise Ellen – Salt Lake City
 Martinez, Abel – Ogden
 McKell, Mary – Salt Lake City
 Mata, Henrietta – Ogden
 McPhie, James – Magna
 Mazza, Arthur – Ogden
 Molyneux, Tanni Rae – Riverton
 Mazza, Marilyn – Ogden
 Monson, Raymond – Salt Lake City
 Monson, Bryan – Salt Lake City
 Morelock, Steven – Ogden
 Moore, Charles – Delta
 Morton, Robert – Clearfield
 Murray, John – Grantsville
 Newman, Catherine – Bountiful
 Nielsen, Johanna – Idaho
 Opheikens, Craig – Ogden
 Opheikins, Sharadec – Ogden
 O'Neill, John – Salt Lake City
 Orlandi, Ricky – Helper
 Osmond, Thomas – Ogden
 Perkins, Connie – Ogden
 Perkins, Ronald – Magna
 Peterson, Douglas – Salt Lake City
 Przybyla, Eric – Salt Lake City

Quinn, Diane – Cedar City
 Rathbun, Gregory – Kearns
 Reese, Norman – Smithfield
 Roach, Gerald – Tooele
 Roberts, Carl – Lehi
 Roberts, Lennis – Ogden
 Rudd, Jeffery – Plymouth
 Ryan, Stephen – Heber City
 Sabey, Beth – Wallburg
 Salazar, Ernest – Ogden
 Salazar, Milton – Ogden
 Sausedo, Nellie – Dragerton
 Schemenauer, Dennis – Ogden
 Seymour, Barbara – Ogden
 Shupla, Winchell – Brigham
 Simmons, Kenneth – Ogden
 Simmons, Vandella – Ogden
 Sizemore, Larry – Salt Lake City
 Skelton, Brant – Wood Cross
 Skinner, Annette – Ogden
 Smith, Laird – Roy
 Snodgrass, Linda – Kearns
 Sobieski, Randall – Salt Lake City
 Sparr, Glen Clark – Ogden
 Stanford, iane – Logan
 Stewart, Darlene – Salt Lake City
 Stohel, Micheal – Salt Lake City
 Stoltez, Wayne – Ogden
 Street, Carol – Salt Lake City
 Street, Jack – Salt Lake City
 Street, Patricia – Salt Lake City
 Stromness, Sally – Salt Lake City
 Swanson, Randy – Salt Lake City
 Tabata, Cavlin – Salt Lake City
 Tallerico, Roger – Helper
 Tanner, Arlene – Salt Lake City
 Tatum, Morris – Nevada
 Thomas, Eldon – Spanish Fork
 Thurston, Marsha – Richfield
 Todd, Dian – Salt Lake City
 Tomkinson, Dan – Fillmore
 Van Kampen, Bruce – Ogden
 Van Kwawegan, Sandra – Salt Lake City
 Wecnig, Carol – Salt Lake City
 Whitlock, Linda – Ogden
 Wilde, Allen – Salt Lake City
 Williamsen, Val Dee – Salt Lake City
 Wilkin, Helen – Nevada
 Wilkin, Markley – Nevada
 Williams, Norman, – Nevada
 Wilson, Cindy – Pleasant Grove
 Wirick, Dean – Ogden
 Woodruff, Vickie – Ogden
 Woolsey, Joyce – Salt Lake City
 Wood, Michael – Salt Lake City
 Worcott, Randy – Salt Lake City

Workman, Russell — Sunnyside
Works, Jessie — Delta

Zemp, Clarke — Orem
Zemp, Terry — Orem

Students Enrolled in the Utah School for the Blind School Year 1960-61

Anderson, Michael — Salt Lake City
Arellano, David — Salt Lake City
Arnold, Melvin — Bountiful
Ball, Jeffery — Ogden
Bayles, Evysue — Salt Lake City
Bettess, Deborah — Salt Lake City
Bouy, Alyce — Ogden
Brooks, Elton — Roy
Brown, Diane — Salt Lake City
Campagna, Ray — Murray
Carr, Rodney — Clearfield
Clapier, Karen — Ogden
Clausing, Mikie — Salt Lake City
Deegan, Peggy — Sandy
Draper, Hazel — Santaquin
Fielding, Ellen — Orem
Fox, Lynnette — Orem
Frandsen, Ralph — Salt Lake City
Gates, Frankie — Vernal
Gibson, William — Ogden
Hamaker, Rhonda — Ogden
Hamaker, Sharon — Ogden
Hatcher, Sherri Lee — Ogden
Hock, Carlene — Ogden
Holbrook, Richard — Ogden
Hossner, Terri Lynne — Ogden
Howard, Robert — Salt Lake City
Hutchings, Leslie — Bountiful
Jaensch, Cindy — Bountiful
Jaramillo, Pauline — Salt Lake City

Jarvis, Maureen — Clearfield
Jensen, JoAnn — Kearns
Lake, Vickie — Salt Lake City
Macom, Judith — Ogden
Mahone, Micheal — Salt Lake City
Mitchell, Thomas — Provo
Neal, Brent — Ogden
Nielson, Glen — Lynndyl
Oberhansley, Bonnie — Neola
Osmond, Marilyn — Ogden
Pehrson, Wallace — Ogden
Reeder, Linda — Roy
Reid, Nancy — St. John
Romero, Judy — Salt Lake City
Sam, Dean — Nevada
Sheffield, Lee — Brigham City
Spendlove, Pamela — Virgin
Silas, Vincent — Nevada
Stanger, Scott — Salt Lake City
Stuart, George — Logan
Tarro, Jo Lynn Salt Lake City
Thorderson, Julene — Clear Creek
Tomlinson, Patsy — Salt Lake City
Trujillo, Ricky Salt Lake City
Tuttle, Norman — Ogden
Valdez, Terry — Provo
Willardson, Peggy — Bountiful
Wood, Eugene — Murray
Yancey, Steven — Bountiful
Zentner, Teresa — Ogden

Students Enrolled in the Utah School for the Blind School Year 1961-62

Allen, Mark — Salt Lake City
Anderson, Linda Terry — Ogden
Anderson, Michael — Salt Lake City
Arellano, David — Salt Lake City
Arnold, Melvin — Bountiful
Ball, Jeffery — Ogden
Bayles, Evysue — Salt Lake City
Bettess, Deborah — Salt Lake City
Bouy, Alyce — Ogden
Brooks, Elton — Clearfield
Brown, Diane — Salt Lake City
Campagna, Ray — Murray
Carey, Robert — Nevada
Carr, Rodney — Clearfield
Clapier, Karen — Ogden
Clausing, Mikie — Salt Lake City

Deegan, Peggy — Salt Lake City
Draper, Hazel — Santaquin
Dufka, Sharon — Ogden
Etherington, Wendy — Layton
Fielding, Ellen — Orem
Fox, Lynnette — Orem
Frandsen, Ralph — Salt Lake City
Gates, Frankie — Vernal
Gibson, William — Ogden
Hale, Bradley — Grantsville
Hamaker, Rhonda — Ogden
Hamaker, Sharon — Ogden
Hatcher, Sherri Lee — Ogden
Hock, Carlene — Ogden
Holbrook, Richard — Ogden
Hossner, Terri Lynne — Ogden

Howard, Robert — Salt Lake City
Hutchings, Leslie — Bountiful
Jaensch, Cindy — Bountiful
Jarvis, Maureen — Clearfield
Jaramillo, Pauline — Salt Lake City
Jensen, David — Salt Lake City
Jensen, JoAnn — Kearns
Kranendonk, Micheal — Salt Lake City
Lake, Vickie — Salt Lake City
Macom, Judith — Ogden
Mahone, Micheal — Salt Lake City
Marsden, Judy — Tremonton
Mitchell, Thomas — Provo
Neal, Brent — Ogden
Nielson, Glen — Lynndyl
Oberhansley, Bonnie — Neola
Osmond, Marilyn — Ogden
Pehrson, Wallace — Ogden
Reeder, Linda — Roy
Reid, Nancy — St. John
Romero, Judy — Salt Lake City

Sam, Dean — Nevada
Smith, Julia Ann — Bountiful
Sheffield, Lee — Brigham City
Silas, Vincent — Nevada
Sonerholm, Patrick — Nevada
Spendlove, Pamela — Virgin
Stanger, Scott — Salt Lake City
Stuart, George — Logan
Tarro, Jo Lynn Salt Lake City
Thorderson, Julene — Clear Creek
Toohey, Joseph — Ogden
Tomlinson, Patsy — Salt Lake City
Trujillo, Ricky Salt Lake City
Tuttle, Norman — Ogden
Valdez, Terry — Salt Lake City
Wagner, Wolfgang — Salt Lake City
Willardson, Peggy — Bountiful
Wood, Eugene — Murray
Yancey, Steven — Bountiful
Zentner, Teresa — Ogden

